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OBTAINING AND KEEPING FACULTY IN AN ASSOCIATE DEGREE NURSING PROGRAM.

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DESCRIPTORS- *JUNIOR COLLEGES, *COLLEGE FACULTY, *NURSING, *FACULTY RECRUITMENT, *RETENTION, TEACHING CONDITIONS,

FACULTY MEMBERS IN AA DEGREE NURSING PROGRAMS SHOULD HAVE AT LEAST THE MASTER'S DEGREE, ACCOMPANIED BY SOME FAMILIARITY WITH THIS TYPE OF NURSING PROGRAM AND WITH THE COMMUNITY COLLEGE AS AN INSTITUTION. FACTORS WHICH INHIBIT RECRUITMENT OF QUALIFIED NURSING FACULTY ARE (1) LACK OF AWARENESS OF THE PHILOSOPHY AND OBJECTIVES OF THE PROGRAM, (2) OPPOSITION FROM SOME NURSE EDUCATORS, NURSING SERVICE ADMINISTRATORS AND NURSING PRACTITIONERS, AND (3) THE STATUS OF THE COMMUNITY COLLEGE AS AN INSTITUTION. RECRUITMENT OF FACULTY IS FACILITATED BY DISSEMINATION OF INFORMATION ABOUT TEACHING OPPORTUNITIES, REGULAR CONTACTS WITH MASTER'S DEGREE PROGRAMS IN NURSING, AND PUBLICITY CONCERNING NEW PROGRAMS. PRACTICES WHICH CONTRIBUTE TO RETENTION OF NURSING FACULTY ARE (1) EFFECTIVE PROGRAMS OF ORIENTATION TO THE COLLEGE AND TO THE COOPERATING HOSPITALS, (2) PROVISION OF SECURITY IN A POSITION, (3) EVIDENCE OF CONCERN FOR THE INSTRUCTORS AS PEOPLE, (4) OPPORTUNITY FOR TEACHERS TO WORK OUT THEIR OWN PROBLEMS, (5) ENCOURAGEMENT OF ACTIVITIES AND INTERESTS OUTSIDE OF COLLEGE RESPONSIBILITIES, (6) ESTABLISHING RELATIONSHIPS WITH OTHER DEPARTMENTS AND FACULTY MEMBERS, (7) OPPORTUNITY FOR ATTENDANCE AT PROFESSIONAL MEETINGS, AND (8) FACULTY INVOLVEMENT IN DECISIONS THAT CONCERN THEM AND THEIR PROGRAMS. THIS PAPER WAS PRESENTED AT A MEETING OF THE SOUTHERN REGIONAL EDUCATION BOARD COUNCIL ON COLLEGIATE EDUCATION FOR NURSING (5TH, ATLANTA, OCTOBER 21, 1965). (WO)

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*Obtaining and
Keeping Faculty
in an Associate Degree
Nursing Program*

by MILDRED SCHMIDT

UNIVERSITY OF CALIF.
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**OBTAINING AND KEEPING FACULTY
IN AN
ASSOCIATE DEGREE NURSING PROGRAM**

by

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**A paper presented at the fifth meeting of the Southern Regional Education Board
Council on Collegiate Education for Nursing
October 21, 1965 / Atlanta, Georgia**

INTRODUCTION

The Southern Regional Education Board was established by interstate compact as a public agency of 15 member states cooperating to improve higher education. The Board works with state governments, academic institutions, and other agencies concerned with the field of education.

Board membership consists of the governor of each compact state and four other persons appointed by him. One must be a state legislator and one an educator.

In addition to conducting cooperative programs across state lines aimed at providing better graduate, professional, and technical education in the member states, the SREB serves as an information center on activities and developments affecting higher education, provides consultant services to states and institutions, and promotes or conducts studies of significant problems in higher education.

In 1962, SREB began a five-year project in nursing education and research under a grant from the W. K. Kellogg Foundation. The Council on Collegiate Education for Nursing was formed as a part of the project to facilitate regional planning and to strengthen nursing programs offered by colleges and universities in SREB states. In 1966, eighty-six colleges and universities were represented on the Council. These institutions offered 101 programs leading to associate, baccalaureate, and master's degrees.

This paper was presented by Dr. Schmidt to the directors of associate degree nursing programs at the fifth meeting of the Council on Collegiate Education for Nursing, October 21, 1965, in Atlanta, Georgia. It is reproduced at the request of this group to assist persons responsible for associate degree nursing programs to deal more effectively with the difficulties of obtaining and retaining qualified nurse faculty members to teach in ADN programs.

Helen C. Belcher, Director
Project in Nursing Education and
Research

OBTAINING AND KEEPING FACULTY
IN AN
ASSOCIATE DEGREE NURSING PROGRAM

It is a privilege for me to be with you and participate in your discussions during this Council meeting. I can't resist reminding you that I come from the state which had one of the first two associate degree nursing programs in the country. The year was 1952. In the fall of 1965, New York State had 25 programs in operation, seven of those programs started in September.

I am on the staff of a State Education Department that has given strong support to the development of community colleges as well as to the associate degree programs in nursing. I have just referred to the quantitative result of this support. In our State, we have problems in staffing the rapidly growing number of programs and we know these problems will be with us for a long time.

The Outlook for Faculty

Let us look at the findings of an NLN post card questionnaire survey of graduate programs in nursing conducted in July, 1961.¹ The purpose of the survey was to find out which programs prepared teachers for diploma and associate degree nursing programs. A total of 37 out of a possible 44 institutions responded. Twenty-five of the institutions said they prepared teachers for associate degree nursing programs. No graduates were reported from 17 of these 25 institutions. The remaining eight institutions produced ten graduates who were identified as

finding employment in this type program. This questionnaire survey is now 4 years old, but it offers one clue to the difficulty we are facing in staffing associate degree nursing programs.

A more recent study done in 1963 revealed universities preparing nurse teachers did not believe it necessary to prepare teachers specifically for the community junior college nursing program.² In a recent doctoral project, interviews were held with 23 faculty members from 11 master's programs which prepared teachers of nursing. The interviewer found that the majority of respondents did not feel it was necessary to have specific preparation for teaching nursing in the community junior college. They did not offer this kind of preparation nor did they plan to do so in the future.

The results of this situation are apparent in the returns to the post card questionnaire sent to all schools of nursing by the National League for Nursing in January, 1964.³ One hundred and five associate degree nursing programs reported that 31 budgeted positions for nurse faculty were vacant. Eighty-two of these programs indicated the highest earned credential of their nurse faculty members as follows: (1) diploma in nursing 0.8%, (2) associate degree 3.2%, (3) baccalaureate degree 26.6%, (4) master's degree 67.8%, and (5) doctors degree 1.6%. Although 94% of the budgeted positions had been filled, about a third had been filled by persons holding less than a master's degree.

I am not going to discuss the kind of preparation needed by the nurse administrators and teachers in this type of program. I am assuming we all agree this preparation should be at least at the master's level and/or beyond.

A master's degree is the accepted credential for teachers in community junior colleges. I am also assuming we want members of the faculty to have had some exposure to associate degree programs in nursing, either through formal class work, short seminars or planned visits to existing programs. We would also want the faculty to have an understanding of the institution which offers the nursing program, that is the community junior college, as well as competency to teach and practice in a clinical nursing area. These criteria are easy to identify but we must face reality and recognize that faculty able to meet these criteria are extremely scarce.

Our Assets and Liabilities

What are the factors in the associate degree programs which may inhibit our obtaining qualified faculty? First, we must recognize this type of nursing education is just entering adolescence, being 13 years of age. The philosophy and objectives of the program are not fully understood. We cannot blame others for their lack of comprehension because we who are involved in this educational endeavor have not always agreed upon and clearly stated our philosophy and objectives.

Secondly, we have faced in the past, and it continues, opposition from some nurse educators, nursing service administrators and nurse practitioners. We have evidence that nurses and/or organized nurse groups have not urged college administration to consider establishing associate degree programs in nursing. We are also aware that some nursing service administrators are questioning the competency of the graduates.

A third inhibiting factor has been and may continue to be in some geographic areas the status of the controlling institution, the community junior college. The public has not understood the functions of junior colleges. This was recognized by the American Association of Junior Colleges in one of its recent blueprints for action. One of the objectives in that blueprint was to "clarify and promote public understanding of the functions of junior colleges."⁴ The junior college seems to be in the ambiguous position of a continuation of the high school on the one hand, but also a part of higher education on the other. This conflict has prevented the junior college from attaining a definite status in our system of education.

Graduate faculties in master's programs, as has already been mentioned, sometimes inhibit our obtaining qualified faculty. Most of these graduate faculty members have had no experience in or exposure to associate degree nursing education or the institution of which it is a part, the community junior college. It is difficult to become excited about or support an educational institution and one of its particular curricular offerings if both are unfamiliar.

Enough of the negative factors. Now let us turn our attention to our assets. Because this type of education is new it can be very exciting. It has attracted faculty who are seeking freedom for creativity and initiative and who want to depart from tradition. There should be no place in these rapidly growing programs for administrators or teachers who have simply moved over from a traditional type nursing program, bringing with them rigid approaches and traditional methods. Nurse administrators and teachers who become involved in associate

degree nursing programs should have a firm commitment to the philosophy of the community junior college and a clear understanding of the appropriate objectives for this technical or semi-professional curriculum in nursing.

Although we may lack the complete support of the nursing profession, we have the support of community junior college administration. We have evidence that college administrators have been the initiators of nursing programs in colleges which have successfully established a program and also in colleges which are actively interested in starting a program. These administrators have been influenced to consider starting a nursing program because of the community's need for nurses. By initiating a nursing program, they have responded to the community service function of the junior college.

For those who believe the preparation of nurses should be in the general mainstream of our educational system we now have the opportunity to act on our belief. It has been mainly the public 2 year colleges which have responded to the need for nurses. These colleges have a tax support base with which to finance their various curriculums. It is more difficult for the private colleges to find ways to finance a curriculum in nursing which is admittedly more expensive to operate than the usual liberal arts curriculum. We know, however, that colleges can finance nursing programs in the same way they operate all other curriculums, whether the college is under private or public control.

Let us not forget another of our assets, that is the opportunity to be part of a college faculty. When we become involved in this type of nursing program, we also become involved in a college with all the attending responsibilities

and privileges. After our long history of being the stepchild of a service institution many nurse educators welcome the opportunity to become part of an institution whose declared purpose is education and where the function of the teacher is to teach. But we must recognize that we have a responsibility to come to the college with the appropriate academic preparation and with competency to teach in our subject area, nursing.

For the teacher who wants the challenge and satisfaction of teaching students with varying intellectual abilities, a wide age range and men as well as women students, here is the program. In these programs, as you well know, there are grandmothers, mothers, fathers, young high school graduates, licensed practical nurses, and people with a wide variety of work backgrounds. What could be more challenging than preparing courses and learning experiences for such a heterogeneous student population?

You will think of other liabilities and assets in your own particular situations. Learn to use these assets when you are recruiting faculty and try to change present liabilities into future assets.

Obtaining Faculty

If I were talking to a group of college administrators about how to locate and then select a nurse administrator these are some of the things I would say.

First, be well informed about the associate degree nursing program. Read about the program, attend conferences and meetings where the program is being discussed. Be familiar with the criteria you can use to help you determine the feasibility of establishing this type of nursing program in your particular college.

For example, are the intra college factors conducive to establishing and conducting a nursing program? Such factors would include: (1) the ability to finance the program, (2) the availability of classroom and laboratory space, (3) an administrative organization which will provide the guidance, direction and supervision necessary for a new program, and (4) regional accreditation of the college.

Are there clinical facilities available in the community for the teaching of nursing? Do the findings from a community survey support the college's interest in establishing a nursing program? Can the college obtain the necessary legal approval from the Board of Nursing and/or the State Education Department for starting a program? Is there a qualified nurse administrator and are there qualified faculty to staff the proposed program?

When college administration has answered these questions, I believe the decision of whether the college should or should not establish a nursing program is based on information which is vital to the success of the proposed program. In the process of answering these questions, college administration has learned a great deal about these programs.

Next, I would ask these administrators what activities they had undertaken when they were faced with the decision of whether or not to establish a nursing program in their particular college. Had they conducted a comprehensive community survey to determine need? Had they notified the State Board of Nursing of the college's interest in establishing a nursing program? Had they contacted the local hospitals to determine their willingness to cooperate with the college in the education of nurses? Had they surveyed their local hospitals to

determine their adequacy for use in the teaching of nursing? Had they projected budget and staffing needs for the proposed program?

I believe the college administration which has taken these steps before the nurse administrator is hired is going to have a better opportunity of locating a qualified nurse administrator than is the administration which decides to start the program this week and tries to hire the nurse administrator next week. Think of the groundwork the first administrator has laid. He brings to the task of selecting a qualified nurse administrator and nurse faculty an understanding of what is involved in these programs. His activities during the founding period of the program should result in sympathetic and understanding support during those trying early years of getting the program established. In my opinion, knowledgeable nurse administrators will more readily accept appointment in a college where there has been careful exploration during the founding period of the program than where such exploration has been lacking.

It has been my experience that the activities which are carried on during the founding period of the program stimulate faculty recruitment. I define the founding period as the time the college administration first becomes interested in establishing a nursing program to the time the decision has been made to proceed or not to proceed with its establishment. When the college contacts the hospital to determine the hospital's interest in cooperating with the college, the news spreads. Interested nurse educators are alerted and often make their interest known to college administration. When the Board of Nursing is contacted by the college, board members or staff may know of a qualified person and give this information to the college.

Some of you may be surprised that I recommend college administration to use the criteria previously presented and take the planning activities suggested to help them decide whether or not to establish a nursing program, before the nurse administrator is appointed. Think what would happen if college administration was not aware that the Board of Nursing in their state had to give approval to the starting of a new nursing program. The administration could hire a qualified nurse administrator only to find out that for some reason the Board might decide not to give its approval. The college is left with one nurse administrator on its hands for a program it cannot commence. The nurse administrator meanwhile is in an uncomfortable spot, particularly if she assumed the college had obtained Board of Nursing approval for the program. I believe potential nurse administrators should be familiar with the criteria the college should use to help them decide whether or not to establish a nursing program, as well as the activities the college should be involved in during the founding period. This knowledge helps the potential nurse administrator make a wise decision about accepting an appointment to administer an associate degree nursing program in a particular college. There is no virtue in having a well qualified nurse administrator accept appointment in a college where all available information leads one to conclude that it will be a back-breaking effort to successfully establish a nursing program. It is part of our responsibility as nurse educators to help the strong community junior colleges establish nursing programs and to discourage the weak colleges from undertaking this particular curriculum. I also believe it is easier for you administrators to recruit faculty when you are in a college which you know is a strong institution and where the

establishment of a nursing program was the result of a careful exploration resulting in full commitment by the college administration.

Let us take another look at this founding period of the nursing program. Suppose a college has explored the feasibility of establishing a nursing program and has decided it will add nursing to the curricular offerings. Suppose also it has undertaken the planning steps which were previously discussed, but is unable to locate qualified faculty. Is there any reason why the college could not inform the community of its intention to inaugurate a nursing program when qualified faculty become available? This announcement should serve as an incentive for potential nurse faculty members who are interested in becoming qualified for appointment to the college staff. This procedure has been followed by one of the colleges in New York State. This college has announced to the community that it intends to add nursing to its curricular offerings in September, 1969. This will be during the third stage of the development of this new college. Meanwhile, two hospital controlled diploma schools in the city will phase out their schools and become cooperating hospitals for the college. Nurse faculty members in these two schools who are interested in becoming qualified for appointment to the college faculty have three years in which to become prepared. Some of these nurse teachers have already started their educational preparation. When this new nursing program is ready to admit students in September, 1969, the college will have a pool of qualified nurse faculty from which to select.

How else can we obtain faculty? We must apprise students in baccalaureate nursing programs of the opportunities available to qualified nurse in-

structors in community junior college nursing programs. There are several ways of implementing this recommendation. Nurse administrators and/or instructors in community junior college nursing programs should seek opportunities to participate as visiting lecturers in baccalaureate nursing programs for such courses as history of nursing, trends in nursing and orientation to nursing. Faculty from associate degree nursing programs should arrange scheduled visits to colleges conducting baccalaureate nursing programs for the purpose of interesting students in the opportunities available for nurse instructors in community junior colleges. Interested students should be encouraged to qualify for the master's degree. The third method of implementation would be to invite students from baccalaureate degree nursing programs to visit community junior college nursing programs so they can be informed about this type of nursing education.

I have left until last the suggestion that the master's degree programs preparing faculty for community junior college nursing programs should be contacted, since this is something probably all of you are doing. Have you given thought to how you communicate your needs? Is it possible for you to visit the graduate program so that you can meet potential candidates and they can meet you? Can you arrange to reimburse the qualified candidate who is interested in visiting the community junior college campus so he can see for himself? Have you talked with individuals on the graduate faculty in the master's program or invited them to visit your program? Does the associate degree nursing program you represent have the potential of becoming the practice field for future nurse teachers and nurse administrators of these programs? If it does, have you communicated this information to the graduate program in nursing nearest to you?

Obtaining faculty requires a creative and a bold approach. It is not a responsibility for the faint-hearted.

Retaining Faculty

After faculty are appointed, we must consider how we can retain those who are contributing to the success of the program. The new faculty member seems a logical place to start. We have some information on the problems of new faculty members in community colleges. This information is available as a report of a study conducted in cooperation with the American Association of Junior Colleges by representatives of these colleges.⁵ The general problem to be investigated was, "the identification of problems perceived by new faculty members in community junior colleges, the identification of administrative practices which the new instructors recognized as most helpful in alleviating their problems, and the formulation of suggestions for the improvement of procedures used in orienting beginning instructors in community colleges."⁶ The number of new faculty members who participated in the study was 2,783.⁷ They came from 309 public community colleges and 120 private community colleges.⁸

The major problems these new faculty members ranked highest in frequency, difficulty, and persistence were: "(1) lack of time for scholarly study, (2) adopting instruction to individual differences, (3) dealing with students who require special attention to overcome deficiencies, (4) acquiring adequate secretarial help, (5) understanding college policies regarding teaching load, (6) challenging superior students, (7) obtaining needed instructional materials (8) grading or marking students' work, and (9) understanding college policies to be fol-

lowed in curriculum development and revision."⁹

The new faculty members in this study identified five orientation procedures as being particularly effective. "These were: (1) further materials such as schedule, course outlines, texts, and faculty handbook should be supplied upon appointment, (2) an orientation conference with the department head should be arranged upon appointment, (3) a lighter teaching load should be set up for new faculty members, (4) regular departmental meetings should be held, and (5) a faculty sponsor should be provided for each new faculty member."¹⁰ In the opinion of the authors "beginning instructors in community colleges are interested in becoming working and contributing members of the teaching staff in as short a period of time as possible. To this end, administrators should provide the three essentials to growth of people in any enterprise: (1) security in their positions professionally, (2) a real concern for instructors as people, and (3) the necessary freedom to work out solutions of their own problems."¹¹

I believe nurse faculty are no different from the new community college faculty who participated in this study and that the orientation procedures which were seen as being effective by these faculty would also be seen as effective by new faculty in associate degree nursing programs.

There is another dimension to the orientation of new nurse faculty. Not only must there be orientation to the college but also to the cooperating hospitals that will be used for teaching purposes. Those of you from long existing programs have evolved ways of handling this orientation. Those of you from beginning programs must develop effective orientation techniques which new faculty find satis-

factory. These techniques should include: (1) an orientation period for the new teacher which will help her to become comfortable in the hospital setting before she is responsible for teaching students in that setting, (2) a discussion of the agreement the college has initiated with the cooperating hospital so the new teachers will know the extent and implications of the agreement in terms of her teaching responsibilities, (3) recognition that some beginning teachers retain a feeling of subordination to a hospital director of nurses in educational matters which inhibits them from assuming responsibility for planning and controlling the educational experiences of students in the clinical agencies,¹² therefore opportunities must be provided for new teachers to explore their feelings on this matter either individually or as a group, (4) information about how the nurse administrator will function if inter-personal or other types of problems develop between the nurse instructor and the personnel in the agency.

I am assuming that prior to the orientation of new nurse teachers to the cooperating hospitals, there has been and continues to be orientation of all levels of hospital personnel to the philosophy, purposes, teaching methods, responsibilities and role of the college nurse faculty in the associate degree program. As Waters has pointed out, "Orienting hospital personnel to the nature of the educational program is important for two persuasive reasons: enhancing the climate of learning for the students, and preparing the way for success of the graduates who go to that hospital to work."¹³

There is much more to be said about the beginning teacher, but let us now consider what we can do to retain the experienced teacher. It is known that

there is relatively little interest on the part of a large number of teachers in improving teaching and learning procedures.¹⁴ Administrators have a responsibility of devising the ways and means of interesting these teachers in improving. One method we might think of immediately is the assigning of two instructors to work with the same class. Perhaps pairing one who is interested in improving her teaching methods with one who needs to be stimulated to do so. There is evidence that this arrangement encourages mutual stimulation and thinking with respect to teaching and it also seems to produce a higher quality of learning on the part of the student.¹⁵ Another possibility is to arrange for nurse teachers to visit classes both inside and outside the department. This will enable teachers to form a basis for reciprocal profit from the mutual perceptions and observations of what happened in the classroom.

When the excitement and stimulation of the new position has changed to day in and day out routine some experienced teachers are faced with problems of anxiety and loneliness and are searching for meaning in what they are doing.¹⁶ The alert nurse administrator who is aware of this can do several things. Among them are: (1) encourage and make it possible for teachers to have activities and interests outside of their college responsibilities, (2) encourage nurse teachers to become acquainted with teachers outside the department by eating lunch with other faculty members and participating in college social activities and cultural events, (3) make provisions in the department budget for teachers to attend professional meetings on the local, state and national level, and (4) arrange for periodic individual conferences with teachers to give them the opportunity to

voice their ideas on revising their courses, making proposals concerning other courses in the curriculum or trying out other ideas for which they were reluctant to seek a special appointment.

Teachers, whether just beginning or experienced, become committed to a program which is dynamic, continuously developing and graduating students who have achieved the objectives identified by the faculty as necessary for progression and graduation. Commitment comes through the challenge of having teachers with differing abilities and competencies working together to develop a comprehensive curriculum which has meaning for the student and which ultimately results in a high quality of nursing care for the patients.

There must be a plan for this working together of the faculty, it cannot be left to chance. Regularly scheduled, frequent faculty meetings to work on curriculum development are essential. Workshops for the department faculty before and at the end of the school year can be highly effective. A climate which permits faculty to introduce new ideas, try them out, admit either failure or success and proceed to revise their ideas for the next class will be rewarding and challenging to those involved. Who would want to leave this kind of situation?

You are aware by now of the crucial role the nurse administrator plays in obtaining and retaining faculty in associate degree programs. You must become competent to play the roles of: facilitator, coordinator, initiator, teacher, and human relations expert. I wonder if any nurse administrator feels secure and competent in such a variety of roles. You have sources of assistance you can turn to when in doubt, learn to use them effectively. Seek assistance from the

chairman of your division, the dean of instruction and, when appropriate, the president of the college. Take the time to come to meetings such as this one, even though you feel you cannot spare the time. Set aside time for professional reading, not only of the nursing literature but education in general. Seek consultation from outside the college when you feel that would be the best possible source of assistance. Remember that fellow administrators are sharing your anxieties and by working together and sharing ideas you will begin to make progress in obtaining and retaining qualified nurse faculty.

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